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Editor

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eLearning challenges and new horizons

Book of abstracts



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Opportunities and Challenges in Higher Education System: Knowledge Transfer by e-Learning vs. Traditional Methods	187
Clara-Beatrice VÎLCEANU, Carmen GRECEA, Sorin HERBAN	
Online Marketing Strategies Used to Develop Online Courses	187
Mirela-Catrinel VOICU	
Magnetics Tutorial. Modeling Permanent Magnets Using the Electromagnetic Software FEMM 4.2	188
Gheorghe ANGHEL, Iulia Andreea ANGHEL, Marius Daniel CĂLIN, Elena HELEREA	
Understanding Blockchain Opportunities and Challenges	189
Carmen HOLOTESCU	
Students' Perception Towards the Present and Future of MOOCS	189
Olga Maria Cristina BUCOVETCHI	
Programming Guide for the Silver Code Community	190
Ciprian-Bogdan CHIRILA	
Open Educational Resources – A Must for Education System in Romania	190
Monica CONDRUZ-BACESCU	
Free Online Education – The Future of a Better World?	191
Monica CONDRUZ BACESCU	
Auto-Generative Learning Objects for Middle School Arithmetic	192
Felicia-Mirabela COSTEA, Ciprian-Bogdan CHIRILA, Vladimir-Ioan CRETU	
Teacher Training in the Context of Open Science and Science Education	192
Dana CRĂCIUN, Mădălin BUNOIU	
An Overview of Social Trust Models to Enhance Social Tutoring Performance	193
in MOOC Platforms	
Khadija ELGHOMARY, Najima DAOUDI, Driss BOUZIDI	
Alignment of Content, Prerequisites and Educational Objectives: Towards Automated Mapping of Digital Learning Resources	193
Michele FIORAVERA, Marina MARCHISIO, Luigi DI CARO, Sergio RABELLINO	
Tackling Fake News in a Digital Literacy Curriculum	194
Laura MALITA, Gabriela GROSSECK	

An Overview of Social Trust Models to Enhance Social Tutoring Performance in MOOC Platforms

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Khadija ELGHOMARY, Najima DAOUDI
Information Science School (ESI), RABAT, MOROCCO
kelghomary@gmail.com, daoudinajima@yahoo.fr

Driss BOUZIDI
National School of Computer Science and Systems Analysis (ENSIAS), Mohammed V University, RABAT, MOROCCO
d.bouzidi@um5s.net.ma

Abstract: *In MOOCs, characterized by a plethora of resources and massive participation, establishing tutoring in its traditional form is difficult. This lack of tutoring generates isolation and demotivation of learners that could be a contributing factor on their high attrition rate. Consequently, learners engage with their peers in collaborative activities through online social networks where they can easily log in from almost any kind of device, with a view to develop a social tutoring able to break their isolation and maximize their motivation. However, the open nature of MOOCs raises trust issues among learners. They are obliged to evaluate the trust of a large number of participants with diverging behaviors before accepting their interaction request. The decision to trust is generally based on the belief in someone's good intentions towards us. One possible way to deal with this problem is to differentiate learners by using trust metrics to compute quantitative estimates of trust between them; this can enhance social tutoring and may increase their persistence in the MOOC. Thus, our purpose is to propose a trust model adapted to MOOCs. This work is focused particularly to study how to represent and measure social trust in Online Social Networks (OSN) and Social Internet of Things (SIoT) since the learner in MOOCs is frequently interconnected with his peers through smart devices. Therefore, we give an overview for existing trust models of these two domains in the interest to benefit from their combination to increase the value of the trust model of MOOCs platforms.*

Keywords: *Online social trust model; MOOCs; Online Social Networks (OSN); Social Internet of Things (SIoT); Social Tutoring.*

Alignment of Content, Prerequisites and Educational Objectives: Towards Automated Mapping of Digital Learning Resources

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Michele FIORAVERA, Marina MARCHISIO
Department of Mathematics, University of Turin, Via Carlo Alberto 10, Turin, Italy
michele.fioravera@unito.it, marina.marchisio@unito.it

Luigi DI CARO, Sergio RABELLINO
Department of Computer Science, University of Turin, Via Pessinetto 12, Turin, Italy
luigi.dicaro@unito.it, sergio.rabellino@unito.it

Abstract: *The emergence of Technology Enhanced Learning environments has led to the continual growth of the availability of digital educational resources. In this paper, the potential of enabling their reuse into student-centric services – such as recommender systems or adaptive tutoring tools – is discussed through the proposal and comparison of procedures for automatically detecting the mutual relatedness among learning objects. Since the choice of the similarity measure is fundamental for clustering digital materials, this paper addresses the investigation on two distinct approaches: the content-based semantic similarity, compared to the closeness measure on natural language descriptions of metadata – namely prerequisites and educational objectives. The analysis is conducted on a*

collection of mathematical problems, equipped with metadata which facilitate their retrieval in Virtual Learning Environments, created by Secondary School teachers with the support of University experts. Natural Language Processing techniques are exploited for extracting relevant information from the metadata, while the developments in the emergent field of Mathematical Language Processing are proposed for the treatment of mathematical expressions included in the resources. The distinct similarity measures presented are examined considering the compared results, and their correlation is evaluated. This study is intended to be the first step towards the definition of a model for structuring shared materials available in disciplinary repositories of virtual communities. This model will be used for implementing a system for the delivery of learning objects trajectories on a digital map automatically generated. The system's efficacy will be tested through its integration to a Learning Management System hosting secondary school classrooms' courses. The research is part of a PhD in Pure and Applied Mathematics in apprenticeship, conducted in partnership with leading providers of software based on Computer Algebra System engine.

Keywords: Semantic similarity; Natural Language Processing; mathematical problems.

Tackling Fake News in a Digital Literacy Curriculum

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Laura MALITA, Gabriela GROSSECK

West University of Timișoara 4 V. Pârvan, Timișoara, Romania

laura.malita@e-uvt.ro, gabriela.grosseck@e-uvt.ro

Abstract: We are living in a society where digital have made headlines in the area of education over the last years. The use of different devices and applications turn us into both consumers of digital information and producers of a digital content. However, the consumption and the production of information is not always done in a responsible, professional and proper manner. Therefore, digital media skills became more important than ever and should be thought and learnt both in non-formal and informal way. Also, a special attention must be paid by schools and universities.

When it comes on teaching and learning about digital media, our approach is media literacy focused on the resilience's perspective, underlying the perspective of content creation and dissemination of information, too. In this eco-system, we see media literacy as a combination of digital, social and cognitive skills where digital media literacy has as major role to help people to avoid becoming victims of "fake news" and disinformation.

Thus, the main aim of this paper is two-fold:

- to investigate the students' awareness regarding the increasing phenomenon of so called "fake news". In this respect we applied an online questionnaire addressing their habits and practices when they have been encountered such doubtful content. As results, we present some recommendations and good practices on how to avoid such content, to critically read, interpret and curate the online content but also to re-edit, re-produce and re-purpose the content in a correct way, given due recognition to originators and
- to explore the digital media policies of the Romanian universities consortium, from where West University of Timisoara is taking part, regarding the usage and production of media content by students, teachers and administrative staff.

Our finding suggests that more concentrated actions should be addressed. Therefore, this paper could be a starting point of further measures and recommendation for the near future.

This article is based on the report the authors present at IC4E conference, 4-5 February 2018, Sydney.

Keywords: digital media; media literacy; students; teachers; academics; Romanian universities.

Supporting Organizations:



The 14th eLearning and Software for Education Conference - eLSE 2018 - organized by the Romanian Advanced Distributed Learning Association is hosted in Bucharest, April 19th - 20th, 2018.

The purpose of the annual international scientific conference on "eLearning and Software for Education" is to enable the academia, research and corporate entities to boost the potential of the technology enhanced learning environments, by providing a forum for exchange of ideas, research outcomes, business case and technical achievements.

The central theme of eLSE 2018 is "eLearning challenges and new horizons".

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